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ABSTRACT

This Texas education resource guide is provided for teachers to plan a character education program which incorporates "Building Good Citizens for Texas" into the classroom curriculum and schoolwide activities. The guide points out that, to be effective, instruction in character education must be appropriate to the developmental level of the students at the elementary school level. For example, students will be introduced to concepts of personal and social responsibility on a monthly basis. The guide suggests that certain components of citizenship be highlighted each month, such as: September: honesty; October: responsibility; November: compassion; December: perseverance; January: loyalty; February: justice; March: self-reliance; April: self-discipline; and May: integrity, and that teachers integrate these components into their lessons when appropriate. The guide presents guidelines and details diverse classroom activities for each of these monthly components. It also discusses community involvement and site-based implementation and suggests schoolwide activities. (BT)

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ED 440 911

Building Good Citizens for Texas

Character Education Resource Guide

SO 031 687

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Elementary School

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1996

Building Good Citizens for Texas

Character Education • Resource Guide

Elementary School Activities

1996

STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

Spring 1996

Dear Educator:

Our public schools in Texas must teach our children excellence in a core curriculum of basic subjects: english, math, science, and social science. These subjects will provide the foundation for success in learning and in life.

I also believe we have the responsibility to instill values in our children -- not the values of one faith or religion, but values which have stood the test of time, concepts that were true yesterday and will remain true tomorrow.

The Texas Education Agency's resource guide, "Building Good Citizens for Texas," is valuable. I appreciate the hard work that went into preparing the guide and hope local educators will use it to mold good citizens for Texas.

Sincerely,

GEORGE W. BUSH

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Jim Nelson
Commissioner of Education

January 2000

TO THE EDUCATOR ADDRESSED:

Serving as the Commissioner of Education in Texas provides many opportunities to recommend or endorse existing initiatives which I believe will continue to benefit the children and adolescents of this state. The character education initiative remains a major step to building responsible citizenship in our young people.

In order to be successful, each campus should develop its own character education implementation plan. Instruction in character education is not mandated by the state but is highly encouraged. The commitment developed through district and campus involvement is critical to the success of the project.

As educators, we hope to model good character and promote good citizenship. If we are conscious of the components of good citizenship and deliberately teach them in a planned fashion, we are going to do a better job.

"The Building Good Citizens for Texas – Resource Guide" is provided to districts for review and optional implementation. Professional development and the utilization of the guide continue to be coordinated by local districts and regional education service centers.

Once again, let me remind you that we all have an important role to play in developing the character of our state's young people. Thank you in advance for your commitment to and support of character education in Texas public schools.

Sincerely yours,

Jim Nelson
Commissioner of Education

A MESSAGE FROM THE INSTITUTE ON AMERICAN VALUES

A major concern on the minds of many Americans today is how to build a more highly principled society based on strong character and sound ethical standards. We believe our schools can play a significant role in responding to this concern by providing a strong citizenship and character education program.

To assist schools in implementing such a program, the *Institute on American Values* and various education leaders in Texas have developed a program entitled "Building Good Citizens for Texas." It is based on character and ethical principles of Texas and America which are encompassed in this Teacher's Resource guide.

Early Texas settlers were a people of courage, perseverance, faith, determination, and responsibility. Blending with other cultures over the years, certain truths and standards emerged to identify Texans as a people of fierce loyalty, independence, a strong sense of responsibility and commitment to their families, friends and others. These traits have been passed from generation to generation.

In this program, students are given basic concepts of good citizenship and character to augment academic training. From honesty to self-discipline, these concepts are discussed in ways to give local school boards, teachers, and educators the flexibility to be creative in adding or deleting parts of the resource materials. We recommend that the principles be integrated in social studies or other designated courses.

During the coming years, today's students will become the workers and leaders in our institutions, professions, and businesses. More responsibility will be thrust upon them to make ethical decisions without supervision. This Guide can assist teachers and educators to prepare students in citizenship and strength of character. Many people have contributed to the development of this Guide. Citizens and public officials have offered constructive ideas to assist in creating an interesting as well as effective program.

To assist school leaders in the implementation of a strong citizenship and character education program training for teachers in the 20 educational service centers will be available. We encourage interested local school leaders to send designated teachers to these training sessions.

We wish to extend our appreciation to the Houston Independent School District for sharing their materials and expertise with regard to character education curriculum.

INSTITUTE ON AMERICAN VALUES

Linus Wright, Chairman
Frank Tucker, President

Dear Educator:

Welcome to the "Building Good Citizens for Texas" Education Resource Guide. I am encouraged with your commitment to Character Education. In order to help you to utilize these materials, the following items are important to consider:

- This Education Resource Guide is provided for planning your Character Education Program which incorporates "Building Good Citizens for Texas" into the classroom curriculum and schoolwide activities.
- The teacher activities are options to choose from when planning your lessons.
- Examine this resource guide carefully. It is a valuable planning tool and will be needed for the curriculum integration and implementation of "Building Good Citizens for Texas".
- Do not ignore an activity if a particular content area is not referenced on the activity sheet. The reference to content areas is not intended to limit your choices.

As you read and review the teacher activity options, be encouraged to develop other ways to integrate "Building Good Citizens for Texas" into lessons when appropriate. Your ideas and adaptations will move you toward a creative and caring Character Education Program.

_____
Superintendent Signature

_____
Board President Signature

_____
Board Vice President Signature

Board Membership Signatures

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Building Good Citizens for Texas Resource Guide

• **Honesty**	**September**
• **Responsibility**	**October**
• **Compassion**	**November**
• **Perseverance**	**December**
• **Loyalty**	**January**
• **Justice**	**February**
• **Self-Reliance**	**March**
• **Self-Discipline**	**April**
• **Integrity**	**May**

Suggestions:

* These components of citizenship may be highlighted each month districtwide; however, teachers are encouraged to integrate these components into their lessons when appropriate.

* As you use the guide and develop ideas for activities and projects, please share them with other classroom teachers in your building and in your district.

* In May, a Citizenship Day can be planned to celebrate all of the components of citizenship studied throughout the year.

Overview of Building Good Citizens for Texas Resource Guide

ORGANIZATION:

I. **SYNOPSIS:** Specific components may be addressed on a monthly basis throughout the year.

II. **COMMUNITY INVOLVEMENT:** Information may be sent to parents about activities and experiences that reinforce the monthly citizenship component.

III. **SITE-BASED IMPLEMENTATION AND SCHOOLWIDE ACTIVITIES:** Activities are organized schoolwide that reinforce the citizenship component of the month.

IV. **CLASSROOM GUIDELINES AND SUGGESTED CLASSROOM ACTIVITIES:** Suggested activities and bulletin board ideas can be correlated with activities and resources (films and books, role models, speakers, and civic organizations).

CHARACTER EDUCATION PROGRAM OVERVIEW

To be effective, instruction in character education must be appropriate to the developmental level of the students. At the elementary level, students will be introduced to concepts of personal and social responsibility on a monthly basis. The program focuses on active involvement and demonstration of these concepts so that children learn that these concepts are essential to academic success as well as lifelong success. As the program develops, students will be involved in school and community projects and will work with role models from the community.

At the middle school level, the program will focus on an integration of character education, study skills, critical thinking, and decision-making. At the high school level, the program will focus on civic responsibilities and applications of the concepts of personal and social responsibility. Students will apply these concepts in all content areas in order to prepare themselves for their roles as future decision-makers. The program may also include a community service component in which students perform as supervised volunteers in service organizations within their communities: hospitals, schools, student care centers, and other organizations. This service would provide not only an opportunity for students to learn about the needs of the community, but also to discover the positive influence they can exert.

I. SYNOPSIS OF CITIZENSHIP COMPONENTS BY MONTH

SEPTEMBER	**HONESTY** Through a variety of activities, students will demonstrate trustworthiness, fairness and straightforwardness of conduct in their own character development and interpersonal relationships.
OCTOBER	**RESPONSIBILITY** Students will exhibit moral, legal, and mental accountability for their choices, regardless of pressures to do otherwise.
NOVEMBER	**COMPASSION** Students will demonstrate empathy and respect for others in school, life, and career settings, accepting the right of all people to be treated with courtesy and dignity.
DECEMBER	**PERSEVERANCE** Students will acknowledge the importance of persistence while encountering negative influences, forms of opposition, or discouragement.
JANUARY	**LOYALTY** Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.
FEBRUARY	**JUSTICE** Students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society.
MARCH	**SELF-RELIANCE** Students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression on others.
APRIL	**SELF-DISCIPLINE** Through activities, students will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others.
MAY	**INTEGRITY** Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

II. COMMUNITY INVOLVEMENT

To be effective, this program must enlist the support of the entire community. Parents must be informed and encouraged to support their children's involvement. The curriculum resource guides include monthly letters to parents that identify the citizenship component under study that month and suggest activities for the family that reinforce that citizenship component. The character education program and these letters might best be introduced at the School Open House so that parents may ask questions about the program. Parents should be made aware that this program focuses on citizenship, but does not advocate a particular system of beliefs. The monthly letters might be distributed at monthly PTA/PTO meetings or sent home with the school's monthly communiqué.

Representatives from all segments of the community should be encouraged to participate in the school's community involvement programs. Community representatives should come into the schools to talk with and work with young people, to describe their own careers and the decisions that affected them, and to help students understand what is required to prepare themselves for the opportunities available to them. Through Volunteers-in-Public Schools (VIPS), employers in both the public and private sectors will be encouraged to allow their employees to get involved through volunteer work at their children's schools or through company-sponsored adopt-a-school programs. Retired professionals should be encouraged to share their time and their expertise with the students of this community.

A statewide public information campaign will be ongoing. When principals share their successes, periodic reports on the exemplary practices and successes of the program can be shared with the public. This will not only inform, it will also reward and sustain the enthusiasm of the participants at each school.

III. SITE-BASED IMPLEMENTATION AND SUGGESTED SCHOOLWIDE ACTIVITIES

To be successful, each campus should develop its own character education implementation plan. Instruction in character education is not mandated by the state, but is highly encouraged. The commitment developed through district and campus involvement is critical to the success of the project, particularly at the secondary level. The teachers and administrators who teach character education should model it daily for their students. This will create a socially responsible community that reflects the concepts our students are to demonstrate.

DISTRICT SUPPORT

The *Building Good Citizens for Texas Resource Guide* is endorsed by Governor George W. Bush, Commissioner of Education Mike Moses and sponsored by the Institute on American Values. This program, if adopted by the local district, will be coordinated and supported by local district resources. Training and support activities are available to districts, provided by program sponsors.

EVALUATION

This program will be evaluated in regard to its effects on student achievement, student attendance, involvement in student activities, discipline problems and other indicators of personal, social, and civic responsibility as coordinated by local district staff.

SUGGESTED SCHOOLWIDE ACTIVITIES

To integrate character education into the life of the school, activities should be implemented schoolwide as well as in individual classrooms. The climate of the school reflects the citizenship that is modeled and honored by both students and adults. The suggestions are intended to stimulate ideas as the staff members on each campus plan their character education program.

- Art display
- Awards assemblies—monthly, quarterly, yearly; including incentives from local businesses
- Breakfast or lunch with the principal
- Buddy system and orientation for new students
- Buddy system for mainstreamed students
- Bulletin board decorated by students in a class or grade to reflect monthly citizenship component
- Bumper stickers
- Canned food drives; Toys for Tots; Christmas or holiday baskets
- "Caught Being Good"
- Cultural arts assemblies
- Communication via PTA newsletter
- Door decoration contests—based on a citizenship theme
- Environmental study or task force programs
- Essay contests; other writing activities on being an American
- Guest speakers from the community on citizenship and ethics
- "Hall of Fame" for Good Citizens
- Honor Roll for pupils demonstrating citizenship component of the month
- International Day
- Literary magazine
- News features enhancing positive image of teachers and other staff members

- New teacher seminar
- Peer tutors/ mentors/ counselors
- Perfect attendance recognition—individual students, homeroom sections
- Principal's Honor Roll (based on academics, citizenship, skill development)
- Reading lists and read-a-thons
- Recognition of teachers—flowers, candy, certificates, services
- School/community service projects
- School spirit committee/activities
- School spirit days—school colors, twins day, dress-up
- Self-concept enhancement through curriculum as well as student recognition programs
- Showcases/displays related to citizenship components
- Student advocate or mentor program
- Unsung Hero Awards
- "Way To Go" slips

School administrators are urged to share the schoolwide programs developed by their staff that are effective with other schools in their district and with the district at large.

IV. CLASSROOM GUIDELINES AND SUGGESTED CLASSROOM ACTIVITIES

- Flexibility is a key element of this curriculum. Feel free to modify or adapt the lessons to meet community, school or classroom needs.

- Character education can be reinforced by teachers, nurses, principals, librarians, counselors, aides, parent volunteers, and specialists.

- Collaboration among teachers is encouraged for both planning and teaching the lessons.

- Infuse citizenship components into lessons.

- Take advantage of daily opportunities in the classroom to discuss the citizenship components of character education. The curriculum is not confined to the activities listed. Teachers are encouraged to create new activities.

- Try to vary the methods used, incorporating a balance of large and small group discussions, and hands-on activities.

- Allow time at the conclusion of lessons to "process" or reflect on the activities. Processing allows the students time to think and verbalize for themselves what their experiences felt like and what they learned as a result of their participation. Processing can help students make connections between their experience and its application in their lives. Making these connections and stating them increases the retention of learning.

- Communicate with parents about the activities you are teaching in your classroom. A sample letter is found in each section. It suggests activities that the parents can do at home pertaining to character education.

- Refer to the list of resources for suggested readings and films.

Remember—We teach more by what we do than by what we say. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on the students.

SETTING THE CLIMATE AND TONE

To foster active participation and facilitate interaction during the character education lessons, it is a good idea to establish "ground rules" with your students. Here are a few suggestions:

- Raise Your Hand
  Waiting to be called on gives all students time to think.
  Taking turns offers everyone an opportunity to participate.
  We respect each other by listening and taking turns.

- I Know Somebody Who. . .
  Using "Somebody Who" allows students to maintain privacy.
  This may avoid embarrassment during the group discussion.

- Everyone Has A Right To Share
  All ideas are okay.
  There are no right or wrong answers to open questions.
  We respect the rights of others to tell their feelings and opinions.

- It's All Right To Argue For The Opposite Point of View
  Considering all points of view helps students think through the issue.
  Taking the other side encourages students to talk about alternative strategies.

- It's Okay To "Pass"
  If a student does not want to respond to a question, he may just say, "pass."
- Listen To Others When They Talk
  Listening shows respect for the speaker.
  Listening takes effort, but gets easier with practice.

- Give Put-ups Only -- (No Put-Downs)
  A put-down is name calling, teasing, making faces, or any behavior that hurts a person's feelings.

TAKE A RISK – This is not a rule, but it is a suggestion. In Character Education, a risk is being willing to share your thoughts and feelings with others. We want to learn to care about each other's feelings when they share them with the group.

TEACHER TIPS ON MANAGEMENT

Keep the ground rules chart, discussed in Setting the Climate and Tone, posted and visible. Before beginning each session, briefly review and discuss the rules listed. Remind students of the importance of following the rules to avoid negative and hurt feelings. The goal is to maintain a positive, nonthreatening atmosphere in which ideas and experiences can be freely shared.

GROUPING FORMATS AND CLASSROOM ARRANGEMENTS

Use varied groupings or classroom arrangements for each session. Depending on the type of activity selected, the arrangement of the students or chairs contributes to an environment conducive to positive student interaction. Create a space to form a circle, if possible.

Role-playing and simulations can be conducted to provide opportunities for students to assume roles and practice skills in real-life situations. This format provides a secure environment for students to attempt to develop problem-solving and decision-making strategies without the inhibition of real-life consequences. Carefully structure the role-playing activity to maximize its effectiveness. Consider the following:

- Decide whether you want to structure and develop the scenario or have the students create and develop the scenario based on a given citizenship component.

- Choose situations that are appropriate to the citizenship component or lesson being taught.

- Invite students to choose a role or select students for the specific roles of the scenario.

CLASSROOM ENVIRONMENT

It is important for students to feel a sense of trust when sharing their personal ideas and feelings. The classroom environment is crucial in establishing a sense of safety, trust, and support to foster and promote a nonthreatening and nonjudgmental atmosphere to encourage student participation. During the discussion sessions, emphasize the positive. Encourage good listening by having students repeat or "mirror" what is said by the other students.

For students who are quiet or shy, provide encouragement and allow them to participate when they feel comfortable with the task. Some students may not feel comfortable expressing their own ideas, but they may be willing to participate by "mirroring" or retelling or restating ideas or feelings that have been expressed by others. It is important that the students not feel threatened during the sessions.

GUIDELINES FOR ASKING QUESTIONS

Students learn early to listen and respond to cues given by their teachers. The way in which a teacher introduces a discussion, asks a question, responds to an answer, will provide clues to the students of the response expected. Consider the following suggestions for encouraging thoughtful and honest discussions:

- Start with questions that require students to draw upon the information, concepts, thoughts and experiences in their past. Their responses will tell you whether the students have the needed background and resources to respond to the questions you wish to pose. Using their responses, prompt the students to process that data such as the following: determine cause and effect relationships, summarize, analyze, synthesize, and compare/contrast.

- Facilitate sharing by reminding students of the ground rules to be followed, modeling active listening and modeling positive responses.

- Discuss the concept of "wait time for thinking" with the students. Explain that this gives all students time to consider the question before anyone responds.

- Encourage students to ask questions as well as respond to your questions. Foster true discussions by stepping out of the leader role and allowing students to engage in interaction with one another.

- Accept solutions offered as plausible and worthy of further discussion. This will encourage students to take the risk of developing and sharing their own ideas and solutions.

- As needed, guide the discussion to probe all points of view.

- Conclude by helping students consider what they have learned. After the discussion, have the students reflect on what was said and learned. This can be done orally or in writing and can be shared or kept private.

- If a student brings up a topic that may be embarrassing to you or to the other students, note the comment and immediately move to another topic or question. Avoid appearing shocked as the students will take their cue from your reaction. Later, talk to the student privately about the comment or question so that the student will understand that some topics are better discussed in private than in public. If the student has a serious problem, contact the school counselor or the principal and arrange a conference.

- Attempt to come to a conclusion in discussions of individual citizenship components as to what is right or wrong.

ELEMENTARY SCHOOL ACTIVITIES

HONESTY

Honesty will be discussed during the month of September. The students will discuss the importance of being honest at home and at school.

SCHOOLWIDE ACTIVITIES

- Create an honor creed in which the students pledge to be honest at school. The students can write the creed.

- Use school bulletin boards to highlight historical figures who were known for being honest. Examples: Abraham Lincoln, George Washington, Martin Luther King, Jr., Benito Juarez, and so on. Include a section on the bulletin board where students are honored for honest deeds. Have students write an essay about historical figures of their choosing.

ACTIVITIES FOR GRADES K-6

Red Light-Green Light

Play the game Red Light-Green Light. After the game discuss how each member of the game had to be honest because the game leader's back was turned during most of the game. Have the students explain how they would handle a player who was not being honest.

Pinocchio

Read the story of Pinocchio. Discuss the character of Pinocchio and the examples of cause-and-effect relationships relating to honesty and dishonesty. The students can act out the story or put on a puppet show involving the different characters. Have students discuss why it is important to be honest.
Intermediate: The children can write a short play about a character who was or was not honest.

Fable—The Boy Who Cried Wolf

Read the fable, The Boy Who Cried Wolf. Discuss the consequences of not being honest. Encourage the children to write their own fables. If you prefer, the children can create their fables in small groups.

Playing Games Fairly

Discuss why the students should practice honesty while playing games. The discussion could include the following questions: Would you enjoy playing with someone who is not fair or honest? Why is it important to play honestly or fairly? What would happen if you didn't?

Cheating

Ask these questions, "Is it honest to look on someone's paper for an answer?" "Why?" "When is it appropriate to work together?" "When is it not?" These questions could lead to a discussion about cheating. Stress that there are times when it is appropriate to collaborate and times when it is not appropriate to collaborate.

Copying
Have the students analyze the following scenarios.

Lakisha drew her teacher a picture. She dropped the paper on the floor. Jack found the paper and put his name on it and gave it to the teacher.

Graham wrote a story about his pet Baron. He let Pam read the story. She copied the story because she was having trouble writing her own story. Have the children explain how they would feel if they were Jack or Graham. Include in the discussion that when you copy or steal something that someone has written or created, you are taking ideas that belong to someone else.

Lost
Have the students role play what they would do if they found a lost item. Provide different items that the students can use in the role play. You should vary the value of the items so that the students can explore the conflict of being honest when the item is something the children want or need. You should also vary the value of the items so that students recognize that it is as important to be honest about items of low monetary value as well as high monetary value. The children can discuss how they would feel about returning a diamond ring as opposed to returning a dollar. Have the children explore how they feel when they are honest and when they are dishonest. The connections between self-reliance and honesty could be identified at this time.

My Store
Have the students identify their favorite store. Ask them, "If you owned this store, what kind of person would you hire to work in your store?" Discuss the importance of honesty in the workplace. They can draw a picture or use a shoe box to create a model of their store and the employees. Emphasize the story of Abraham Lincoln returning a few pennies to a customer.

Good Role Model
Cut out articles or invite the students to bring articles about people in the news that exemplify honesty. The students can write descriptions of the people and their actions. These descriptions would make a nice bulletin board.

What If?
Have the students predict what it would be like if no one was honest. One group of students can write a short story about their predictions. The other group can write a short story fantasizing about what it would be like if everyone was honest. The students can compare and post their stories. The stories can be compiled into two books.

Conflicting Beliefs—Intermediate
Invite the students to discuss if honesty is always the best policy. You can use the following questions to lead the discussion: How do we handle situations where being honest might not be the best solution? When could honesty hurt someone's feelings? Do you tell the person if you don't like the gift they gave you? What is the difference between honesty and tattling? Are you being dishonest when a stranger calls and you tell them that your mother and father are home when you are really alone?

Honest Politicians—Intermediate
Discuss the importance of honesty in politics. During the month of October, you can discuss the election and the politicians who are running for office. The students can bring articles to class and discuss the events that are occurring during the election.

Honesty in Sports
Discuss the importance of honesty in sports. Have the students discuss how the baseball, football, or basketball games would be different if the players were not honest.

Lost Lunch Money
Have the students discuss what they should do if they find someone's lunch money in the classroom or other places in the school. You can let them role play different situations involving lost lunch money.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

An instructional program focusing on Character Education will begin in our school district this year. A particular component of citizenship has been selected for each month of the school year.

This month your child will be discussing Honesty. Through a variety of activities your child will demonstrate trustworthiness, fairness, and straightforwardness of conduct in their own character development and interpersonal relationships.

Listed below are activities which will reinforce honesty and will offer opportunities for you to become involved in your child's education.

- Praise your children each time they exhibit honesty.
- Discuss the importance of being honest at home. Your children should also discuss the consequences of being honest and dishonest.
- Incidents from the newspaper and television can be used to discuss the importance of being honest.
- Use events that occur in the family to point out the importance of being honest.
- As you and your children watch television and read, identify the characters that exhibit traits of honesty and ones who are dishonest.

Your cooperation in this effort is greatly appreciated.

RESOURCES

FILMS

Connie Goes To Court	26 min.
To Tell The Truth	14 min.
Pinocchio	8 min.
Plain White Envelope	20 min.
Sophie Minds the Store	26 min.
That's My Bike	12 min.
That's Stealing	16 min.
What Price Honesty?	11 min.

BOOKS

Alexander, A. (1975). *To live a lie.* Riverside, NJ: Atheneum Publishers.

Brown, M. (1981). *The true francine.* Boston: Little, Brown, and Company.

Coleman, H. C. (1978). *Tell me no lies.* New York: Crown Publishers.

Hughes, D. (1982). *Honesty, myron.* Riverside, NJ: Atheneum Publishers.

Lexau, J. (1978). *I'll tell on you.* New York: E.P. Dutton & Company, Inc.

Morgan, A. M. (1973). *A boy called fish.* Scranton, PA: Harper & Row Publishers, Inc.

Rockwell, A. (1974). *The gollywhopper egg.* New York: Macmillan Publishing Co., Inc.

Skurzynski, G. (1980). *Honest andrew.* San Diego: Harcourt Brace & Jovanovich, Inc.

White, E. B. (1970). *The trumpet of the swan.* Scranton, PA: Harper & Row Publishers, Inc.

Wylie, J. & D. (1983). *A big fish story.* Canada: Regensteiner Publishing Enterprise.

FIELD TRIPS AND SPEAKERS

Invite a newspaper reporter to come speak to the students on the importance of honesty in reporting the news. Have the students interview the journalist on the role and responsibility of reporting the facts accurately. The students can also tour a city or community newspaper to observe the creation of a daily newspaper.

The children can visit a department store and discuss honesty with the store security department. The children can observe how the security department monitors the action in the store. If it is not possible for the children to tour the store, you can try to arrange a speaker to come and talk to the students.

Invite a lawyer, judge, or law clerk to speak on the importance of honesty in the judicial system. Have them explain possible consequences that can occur when people are not honest.

TAAS:
Grade 4:
Social Studies: Objective 3
Writing: Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

Grades 3-5:
Reading: Objective 4, Objective 5, Objective 6

RESPONSIBILITY

The Character Education theme for this month is Responsibility. The students will exhibit moral, legal, and mental accountability for their choices, regardless of pressure to do otherwise.

SCHOOLWIDE ACTIVITIES

- Invite volunteers from food banks, VIPS, and other organizations to discuss their responsibilities and why they have made these commitments.

- A bulletin board in the front hall could be designated "I Am Responsible." This board could highlight individuals or classes who are responsible and working toward their commitment.

- Conduct a food drive or participate in a fund-raising project.

- Adopt a schoolwide project involving the community. Each class can adopt a project addressing some need in the community. They can take pictures and write stories about their projects. A school newspaper can be used to record the progress of the projects.

ACTIVITIES FOR GRADES K-6

What Is Responsibility?
Define responsibility. Discuss the different types of responsibility (short-term, long-term, community, school, family, etc.). Have the students identify responsibilities they might have and what this commitment means to their lives. Teachers can also share responsibilities they have with their students

Personal Responsibility
Present the following scenario.

> Jennifer belongs to a softball team. She has practice once a week and a game every Saturday. Debbie is having a party next Saturday and Jennifer wants to attend. What should Jennifer do?

Discuss Jennifer's responsibility to the baseball team and how she must honor this commitment even if something better comes along. Have the students brainstorm ways Jennifer could meet her responsibilities to the softball team and go to the party.

Why We Make Commitments To Be Responsible
Explain to the students that Martin Luther King, Jr. and Gandhi were committed to equal opportunities for all people. They were responsible for working toward achieving this goal. The students can research and identify other people who made a commitment and worked responsibly toward achieving their goal. Share other stories of people in history who have made commitments and discuss why they chose to take on those responsibilities.

Responsibility to Country
Discuss why a soldier takes an oath as a commitment to defend his country, a policeman to protect the citizens' safety, and the President, Senators, and members of Congress to defend the laws and the U.S. Constitution.

Responsibility to Friends
Have the students identify times when they have made a promise to a friend that they kept. The students can also identify times when a friend makes a promise to them that he/she can not keep. They can discuss responsible behavior in keeping a promise. Invite the students to role play how each person would feel in this type of situation.

Responsibility to Health
Discuss the importance of good health. Explain to the students that we must be responsible for taking care of our body and staying healthy. Have the students brainstorm how they can take care of their bodies. Include in the discussion:

- getting lots of sleep
- eating healthy food (vegetables and fruit)
- exercising every day
- practicing good hygiene (brushing our teeth and hair, bathing)

Explain to the students that this involves avoiding junk food, getting exercise, sleeping, etc. They can create a weekly plan demonstrating how they would follow through on their responsibility to good health. The nurse could come and talk to the students about the importance of good health.

Little Red Hen
Read the story Little Red Hen. Have the students identify the character that was responsible and the characters that were not committed. Discuss how the hen stayed committed and the steps she followed to meet her responsibility. The students can either draw or pantomime the story. You can encourage the students to create a modern version of Little Red Hen.

Responsibility to Education
During quiet reflection, have the students think of one problem or weakness they may have in school such as a low math grade, a conduct problem, getting to school on time, etc. Work with the students in small groups and assist them in setting individual short-term goals. Have them chart their progress as they work to meet their goal.

Responsibility to the Community
The class can make a commitment to be responsible for their community. They can select a certain area and pick up the trash or plant flowers, help the elderly, build a playground, etc. They can write short stories, poems or journal entries about their project in the community. They can also draw pictures or take pictures of their progress. Both the writings and the pictures can be combined in a book the students make and display in the classroom or library.

Responsibility to the School
Explain to the students that everyone has to take care of the school. The students can make a commitment to clean up or take care of the school grounds. They can divide the responsibilities among the members of the class and honor this commitment all year long.

I Will Help You
Identify other students in the school that may need help with their schoolwork. Ask the students if they would like to be responsible for helping these students. Create a schedule with other teachers and arrange times for your students to honor their responsibilities.

My Word
Explain to the students that when you give someone your word, you are making a verbal commitment to that person. The students can discuss instances when they have given their word and identify whether they were able to keep their word and circumstances that prevented them from keeping their word.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During the month of October, the students will discuss Responsibility. The students will exhibit moral, legal, and mental accountability for their choices, regardless of pressure to do otherwise.

Listed below are suggested activities which you can do at home to reinforce those your children are doing in the classroom.

- Discuss the importance of responsibility and identify various responsibilities that the members of the family have and how they meet them.

- Demonstrate family responsibility by volunteering in the community - help an elderly neighbor, volunteer at a food bank, etc. Set an example for your child by following through with this responsibility.

- Highlight responsible individuals noted in the newspaper or television. Discuss with your child the steps these people took to meet their responsibilities.

- Volunteer your time and expertise to the teachers and the principal. Join the PTA.

We appreciate your continued involvement in your child's education.

RESOURCES

FILMS

Karen Keeps Her Word	26 min.
Island of the Skog	13 min.
Just an Overnight Guest	36 min.
Just One Place	15 min.

BOOKS

Cleary, B. (1983). *Dear mr. henshaw*. New York: Morrow.
Gipson, F. (1956). *Old yeller*. New York: Harper & Row.
MacLachlan, P. (1985). *Sarah, plain and tall*. New York: Harper & Row.
Mordillo, G. (1971). *The damp & daffy doings of a daring pirate ship*. New York: Harlan Trust.
Paterson, K. (1978). *The great gilly hopkins*. New York: Crowell.
Seuss, D. (1968). *Horton hatches the egg*. New York: Random House.

FIELD TRIPS AND SPEAKERS

Invite the volunteers that work in the school to speak about their responsibilities.

Individuals from food banks or other volunteer organizations could come and discuss their role and how they assist the community.

Invite professionals (male and female) representing all ethnic groups into the classroom to talk to the students on the importance of education. They can share the process of attaining their degrees and how education affected their lives.

TAAS:
Grade 4:
Social Studies: Objective 1, Objective 3

Grades 3-5:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6

COMPASSION

This month the children will focus on developing, and demonstrating Compassion. They will become aware of the similarities and differences among their classmates and discuss the importance of respecting individual differences. Respect of property, symbols, and the flag will also be addressed during this month.

SCHOOLWIDE ACTIVITIES

- Stress respect for all people when they use good judgment and obey the laws and rules of society.
- Highlight the different ethnic groups found in the school. Discuss the characteristics that make each group unique.
- Invite speakers from various ethnic service organizations, like the Lions Club, and charity groups to speak to different classes or the whole school.
- Discuss the holidays for various ethnic groups at your school.
- Use the school-wide bulletin board to recognize the different ethnic groups of students at the school. You can call the bulletin board "We Are Family".
- Use a PTO/PTA program to discuss the different groups (for example, cultural, ethnic, religious, and social) to highlight the component of the month.
- Encourage the students to respect school property by designating "clean-up days". Involve the children in renovation projects like painting the bathrooms, decorating the cafeteria, planting, etc.
- Have the students participate in taking care of the school mascot. This symbol represents the school and each class could be assigned a week to have the mascot in their classroom. If you don't have a mascot have the children assist you in identifying and naming a mascot.
- Use a bulletin board in the front hall to canvas children's feelings on a current event, school event, community event, political issue, etc. This would allow the children to observe the differing ideas people have on a subject.
- Have a tasting party where the children taste dishes from around the world. Make it a class or school project where parents and volunteers participate.

ACTIVITIES FOR GRADES K-6

What Is Compassion and Respect?
Have students think of their favorite person. Working in pairs or small groups, have students brainstorm or list reasons why this person demonstrates compassion and respect. Students can share their lists with the class. From the lists, have the students develop a consensus of what compassion and respect means to them.

Ways to Show Respect
Have students brainstorm or list ways to show respect. Prompt students to identify listening to others politely; waiting and taking turns; not interrupting; obeying rules and laws within the home, school, and community; taking care of the property of others; etc., as ways we show respect for others. The children can draw a picture of them showing respect to another individual.

Individuals Who Demonstrate Compassion
Identify or list figures of authority on the chalkboard or chart paper. For instance, teacher, principal, nurse, plant operator, police officer, fire fighter, etc. Have students identify why they are important within the community and ways they work together to keep us safe. Have students think of ways we can show compassion and respect to these individuals.

More Than One Way
Bring in different toppings for ice cream such as nuts, chocolate sprinkles, fruit, etc. Have the children select a topping to put on their ice cream. Point out that the children have different likes and dislikes and that everyone does not have to like the same thing. We still respect the person even though they don't share your favorite topping.

My Favorite Television Show
Poll the children on their favorite television show. Create a graph showing the different shows. The children can discuss why they like and dislike certain shows. Have the children also discuss why everyone does not like the same show.
Intermediate Variation: You can have the children poll the other classes in the school on their favorite television shows.

Traditions
Ask the children to share a family holiday tradition. Explain to the children that various ethnic and religious groups celebrate holidays differently. Invite speakers from ethnic or religious groups to come and tell the students about their different religious and holiday traditions.

Sneetches
Watch the film Sneetches from Dr. Seuss on the Loose (25 min.). Have the students observe what happens between the two different groups. The children can identify the lesson learned from the film. You can also read the book (*Sneetches*, Dr. Seuss, New York: Random House, 1961).

What Would You Do?
Have the students role-play how they would handle situations in which they have to respect another person's rights. For example: You want to listen to radio while your brother or sister is studying. You are playing at the park and have gotten very hungry. You go to the hamburger stand, but there is a long line of people waiting to be served.

I'm Different, But...
Discuss how all children are the same and different in many ways. Have children identify the similarities and differences between themselves and children with special needs. You can invite children with special physical needs to spend time with your children or visit such places as the School for the Deaf. Explain that we all have strengths and weaknesses and should focus on our strengths. Discuss how we can show compassion for people with special needs.

Don't Judge A Book By Its Cover
Define the term "prejudice". Have the children identify times when they have been mistreated because of someone's preconceived ideas. Discuss why we should not prejudge a person by their ideas, religion, dress, color, outward appearance, etc. Explore ways to handle prejudices at school and in the community.

Ways to Respect Others' Property
Have the children discuss how they feel when someone uses their property and either breaks or destroy their property. Children can share past examples of someone not respecting their property. (Remind the children not to use names in their examples.) Invite the children to brainstorm rules or guidelines they should follow when using someone's property.

Beautifying Our School and Community
Begin this discussion by asking the students who owns the school property, city property, and state property. The children can identify why and how they should care for this property. Explain to the children that our tax dollars are used to build and care for this property. When we destroy or damage the property the state must use more money to repair and rebuild. The class can organize and clean-up a part of the school or the community. You can invite the parents to assist in this project. They can plant flowers, add a trash can, etc. They can adopt this area all year to ensure that it stays clean and beautiful.

Respect for Symbols
Explain how symbols can represent an object or ideas. Display various symbols, such as stop sign, yield sign, railroad crossing, and ®. Have students identify and explain what each symbol means. Explain that symbols convey meaning. Emphasize the importance of respecting what symbols stand for or represent. Note: You can refer back to honesty when discussing the copyright symbol. A copyright prevents plagiarism because a person can not copy a name or an article that has been copyrighted.
Intermediate Variation: The students can create models of different symbols.

What Does the Symbol Represent?
Display symbols associated with the Girls Scouts, Boy Scouts, Camp Fire Girls, 4-H, etc. Have students identify and explain what each symbol represents. Ask students to identify reasons why they feel these symbols are important to each group.

Respect for the Flag
Display the American flag. Have students identify the flag's colors. Explain the meaning of each symbol and color. While working in groups, have students discuss and share why they feel it is important to respect the flag. Students can share their discussions with the whole class.

Veterans Day
Remind students of the importance of Veteran's Day in November. Explain that many servicemen and women have given their lives to ensure that others are able to live in a free country where we have choices about how our country is governed. Display an American flag. Explain how the flag serves as a symbol to remind us of those that fought in wars to preserve our way of life. Working in groups, have students list reasons why we should respect our flag in honor of those veterans and write letters to servicemen and women.

Flag Raising Ceremony
Conduct a flag raising ceremony for your school. Prior to the ceremony, discuss and explain the correct procedures for folding, unfolding, and handling the flag. Emphasize the importance of what our flag represents and the need to handle it with respect.

Political Symbols
Have students identify the symbols associated with the major political parties. Divide the class into groups. Have each group select a party symbol (elephant, donkey) and identify the ideas each party represents. Emphasize that even though the parties differ in their beliefs, they respect each other and their ideas. Explain that both parties want the best for our country, but they have different ideas on how we should work to achieve those goals. Students can create their own political parties. Have them develop their own party beliefs and ideas.

Famous Words in History
Ask students to find out who said - "I disapprove of what you say, but I will defend your right to say it." (Voltaire-French author) Ask them what that means. Discuss the first amendment of the Constitution which guarantees free speech and ask students why the colonial leaders felt it was needed.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

This month Character Education will focus on developing and demonstrating Compassion and Respect. Your child will demonstrate empathy and respect for others in school, life, and career settings, accepting the right of all people to be treated with courtesy and dignity. The students will become aware of the similarities and differences among their classmates and discuss the importance of having compassion for individual differences. They will also discuss respect for property, authority, and free expression of ideas.

Listed below are activities which will reinforce the classroom instruction and will offer opportunities for you to become involved in your child's education.

- Discuss family history, traditions, and customs. Identify how your family is similar and different from other families.
- Discuss with the children why they should respect other people and their property.
- Discuss ways the members of the family show compassion for one another. Have the children explain how they feel when someone does not show respect for them or their property.
- Develop family rules which encourage compassion and respect for others and their property.
- Demonstrate how your children can respect their property and the property of others. Praise them when they take care of their belongings.
- Discuss current events and let your children observe that family members can respect each others' differing ideas on a subject.
- Discuss authority figures with your children so that they understand that we respect people in certain roles or positions and expect them to uphold the responsibilities that go with those positions.
- Point out symbols of our culture and our country that we respect, such as the flag, service club insignias, the pledge of allegiance, etc.

Your cooperation in this effort is greatly appreciated.

RESOURCES

FILMS

What Color Are You?	15 min.
Values-Being Friends	9 min.
I Am	19 min.
I'm The Only Me	4 min.
Do Your Own Thing	13 min.
Different People, Different Values	11 min.
Respecting Others Game	11 min.
I Am Me..And I Want To Be, Rev. ED	12 min.
If You Knew How I Feel- Jana And The Crowing Hen	16 min.
I Can Do It Myself	15 min.
If You Know How I Feel- Scott's Old New Friend	22 min.
Invisible Children	24 min.
Horse and The Bee	8 min.
El Caballo Y La Abeja	8 min.
What's Say	14 min.
Free To Be-You and Me	42 min.

BOOKS

Astes, E. (1944). *The hundred dresses.* New York: Harcourt Brace & Jovanovich, Inc..
Burch, R. J. (1965). *D.J.'s worst enemy.* New York: Viking Press, Inc.
Carrick, C. & D. (1975). *Old mother witch.* New York: Harper.
Ness, E. M. (1971). *Do you have the time lydia?* New York: E. P. Dutton & Company, Inc.
Peet, B. (1982). *The wingdingdilly.* New York: Houghton Mifflin.
Robinson, V. (1965). *David in silence.* Philadelphia: J. B. Lippincott Co.

FIELD TRIPS AND SPEAKERS

Visit local galleries or libraries and observe the art of different cultures that is found in your city.

Have people born in another country come in and discuss that culture.

TAAS:
Grade 4:
Social Studies: Objective 1
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

Grades 3-5:
Math: Objective 5, Objective 12

PERSEVERANCE

Perseverance is the focus of this month's Character Education activities. These activities have been designed to help students reflect on their own abilities and take charge of their lives. They will learn to be the best they can be by resisting negative pressure and making positive choices.

SCHOOLWIDE ACTIVITIES

- Create an "I Can" article in the school newspaper for students to share instances in which they have exercised perseverance at home, school, and the community.

- Create a "The Best That I Can Be" contest where students can display perseverance by "showcasing" their accomplishments.

- Invite speakers that have made accomplishments despite a physical limitation. Have speakers share with the students how perseverance has helped them overcome these limitations.

ACTIVITIES FOR GRADES K-6

What is Perseverance?
Have students identify tasks they are able to do on their own. List answers on chart paper or the chalkboard for younger students. Have students reflect on how they learned to accomplish these tasks on their own. Ask questions such as, "Did someone show you how?" "When did you realize you could do it by yourself?" "Did you make any mistakes the first time and had to ask for help?" "When you do these things now, do you need someone to help you or are you able to do them pretty much on your own?" Lead students to understand that their ability to accomplish the tasks on their own is a form of perseverance.

Self-Talk
Use the following scenarios and any others to help students learn how self-talk helps individuals persevere in making wise decisions and when to get help from others.

1. Lori and Harold are playing in Harold's backyard. Lori's ball gets caught on the roof of Harold's garage. She pleads with Harold to climb up on the roof and get the ball for her. Harold notices how upset Lori is and really wants to help her. The teacher or students can role play Harold's thinking out loud.

   "If I climb up onto the roof I might get hurt, and I'd feel bad because I don't really want to do it. I need to say 'no'." To Lori: "No, Lori, I will not climb onto the roof. Let's think of some better ways to get your ball down. We can get a grown-up to help. Let's try asking a grown-up first."

Discuss with students how Harold talked to himself and decided what the positive and negative choices were and their consequences.

2. Denise is having a good time at her best friend's party. Her friend's parents are upstairs in their room. A group of kids decide to smoke some marijuana. Denise's best friend agrees and proceeds to participate along with the others. Denise is hesitant The kids are calling her "square" and "chicken." Denise is unsure as to what she should do.

   Denise's self-talk:
   "I don't want to lose my friends, but I know smoking marijuana is wrong and dangerous. Frances' parents would be devastated if they caught us. My parents trust me to do what is right. My friends will laugh at me, but if they are really my friends, they will respect my decision. I will tell them no, and leave the party."

Discuss with students how Denise arrived at her decision.

3. Andrew needs one more dollar to buy a new set of Micro-wheels. He sees some money on his brother's dresser. There are several dollar bills, and he doesn't think he'll notice if one is missing. Andrew is pondering whether or not he should take the money.

   Andrew's self-talk:
   "I really want those Micro-wheels. Jeff and I had a good time playing with his set. If I take the money it would be stealing, and I'd feel bad. I'll feel even worse if my brother finds out and then tells my mom and dad. They might not trust me anymore. What can I do to get a dollar? I could ask him for it. I could try to earn the money. If I ask for the money, he might give it to me. If I earn the money, I'll feel good and my family will be proud of me. I think I'll ask my dad if there is something I can do around the house to earn a dollar."

Discuss how Andrew arrived at his decision.

Use one of the scenarios or develop one of your own and let the children practice using self-talk to solve the problem.

Where To Go For Help

Explain to the students that there will be times when they will need to seek help to solve their problems. Discuss how children can decide when they must seek help from others. Have the children recall situations when they have had to seek help in the past. Who helped them? How? What steps did they take to solve their problems?

Overcoming the Odds

Discuss how students with special needs exhibit self-reliance as they strive to attain independence in completing daily tasks. For instance, how a child that is blind or in a wheel chair moves from place to place, drinks water from a fountain, cooks, gets dressed, etc. Explain how students with special needs exhibit a great amount of courage and perseverance. Have students role-play how a student with special needs may complete a task to discover the difficulties these children face.

Vacation Planning

There will be a lot of time when students will have to plan their own activities. Ask them to think about positive ways they can use that time to help themselves (reading, exercising, learning to play a sport or instrument) or to help others (do chores for parents, organize their rooms, decide on toys or clothes that can be handed on to younger children or to those less fortunate, participate in community center activities, tutor younger children, read newspapers and magazines to younger children or to older adults). Ask students to make a calendar for their vacation listing positive activities they plan to do. Be sure they include trips to the local library so they can read books. The children can take the list home and post it.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During this month your child will discuss Perseverance. Your child will acknowledge the importance of persistence while encountering negative influences, forms of opposition, or discouragement. Our goal is to enable your child to gain confidence while overcoming obstacles in order to achieve goals.

We hope that you will take the time to discuss the importance of perseverance with your child. Listed below are suggestions for helping your child develop perseverance:

- Praise your child for taking responsibility in completing chores or displaying independence in selecting clothes for school.

- Provide opportunities for your child to exhibit perseverance by assigning a task and allowing your child to use his or her own ingenuity and creativity in getting the job done.

- Provide opportunities for your child to learn how you think through decisions and how you tackle problems and challenges. Model, by thinking aloud, the steps you take when making decisions.

- When viewing a movie or television show, call attention to ways characters within the show display perseverance. Explain how perseverance enables the character to achieve a positive goal or overcome an obstacle.

We appreciate your involvement in your child's education.

RESOURCES

FILMS

Decision Making - Critical Thinking in Action	30 min.
Decisions, Decisions!	18 min.
Decisions, Decisions	15 min.
Fear	10 min.
Feelings	13 min.
Feeling Yes, Feeling No, Parts 1, 2, 3	44 min.
Home Sweet Home	15 min.
I Can Do It	53 min.
I Can Do It Myself	15 min.
I Dare You	15 min.
I Think	19 min.
Must I-May I	15 min.
The Foundling	24 min.
You Have Something to Offer	14 min.
What Mary Jo Shared	13 min.
Wizard's Son	10 min.

BOOKS

Burch, R. (1980). *Ida early comes over the mountain.* East Rutherford, NJ: The Viking Press, Inc.

Calhoun, M. (1982). *The night the monster came.* West Caldwell, NJ: William Morrow & Company, Inc.

Chapman, C. (1981). *Herbie's troubles.* New York: E.P. Dutton & Co. Inc.

Collier, J. and Collier, C. (1988). *Jump ship to freedom.* New York: Delacorte Press.

De Foe, D. (1983). *Robinson crusoe.* New York: Charles Scribner's Sons.

Gammell, S. (1982). *Get along, old scudder.* West Caldwell, NJ: Lathrop, Lee & Shepard Books.

George, J. C. (1972). *Julie of the wolves.* New York: Harper & Row.

George, J. C. (1959). *My side of the mountain.* New York: Dutton.

George, J. C. (1970). *The moon of the winter bird.* New York: Thomas Y. Crowell.

Hall, K. D. (1984). *Footprints up my back.* Riverside, NJ: Atheneum.

Haugaard, E. C. (1983). *A boy's will.* Boston: Houghton-Mifflin.

Hesselberg, E. (1970). *Kon-Tiki and i.* Englewood Cliffs, NJ: Prentice Hall.

Holland, I. (1984). *Kevin's hat.* West Caldwell, NJ: Lathrop, Lee, & Shepard Books.

Houston, J. (1965). *Tiktaliktak.* New York: Harcourt Brace & Jovanovich.

Lindgren, A. (1950). *Pippi longstocking.* New York: Viking Press.

McKee, D. (1970). *The magician who lost his magic.* New York: Abelard-Schulman.

Miles, Miska. (1978). *Beaver moon.* Boston: Little&Brown.

O' Dell, S. *Island of the blue dolphins.* Boston: Houghton Mifflin.

Pfeffer, S. B. (1981). *What do you do when your mouth won't open?* New York: Yearling Books.

Sperry, A. (1940). *Call courage.* New York: MacMillan.

FIELD TRIPS AND SPEAKERS

Invite a librarian to come and speak on the reading programs being offered during vacations.

The students can interview a person with special needs to learn how he/she lives and the modifications he/she makes to overcome his/her special needs.

TAAS:
Grade 4:
Social Studies: Objective 1

LOYALTY

Loyalty will be the component of citizenship emphasized during this month. Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.

SCHOOLWIDE ACTIVITIES

- Provide a display area for students to decorate a bulletin board or room which promotes school loyalty (posters, pictures, collage of school activities, etc.).
- Invite a serviceman or woman to talk to students about loyalty to country.
- Invite a professional or local high school athlete to talk to the students about what it means to be loyal to a team.

ACTIVITIES FOR GRADES K-6

Loyalty
Write the word LOYALTY on the chalkboard or chart paper. Ask students what the term means to them. List all definitions. Afterwards have a student find a definition of loyalty in the dictionary. Write it down and compare with students' definitions.

A Time to Be Loyal
Discuss with students scenarios which involve loyalty among friends. Provide situations or have students develop situations which involve making a choice.

> Example: Your best friend is involved in vandalizing the school over the weekend; your favorite teacher's room is ruined. Your friend is making plans to do more of the same next weekend.

Should you inform his parents or another authority figure you trust? Would you be disloyal to your friend if you told? Would you be disloyal to your school if you didn't tell? How would you feel if you knew you could have prevented more vandalism?

Loyalty to Personal Beliefs
Discuss how people have different beliefs and faith. The students can identify there beliefs and customs they practice. The students can discuss how they feel when they cannot do what everyone else is doing because of their personal affiliations. The students can also discuss how they feel when they want to do something and their friend cannot do it because of personal beliefs and customs.

Storytime
Discuss stories in which major characters demonstrate acts of loyalty. Examples: Snow White, Frog and Toad Are Friends, Old Yeller, Charlotte's Web, etc. Invite the students to supply other examples from stories they have read.

American Heroes
Discuss how various American heros have exhibited their loyalty to our country and their causes: George Washington, Paul Revere, Samuel Adams, John Paul Jones, Martin Luther King Jr., Susan B. Anthony, Cesar Chavez, etc.

Red, White, and Blue
Discuss the symbolism of the national flag. Write the pledge on a chart and verify that the students know the pledge and understand the meaning of all the words in the pledge. Have the students discuss in small groups why we say the pledge.

The Lone Star Flag
Discuss the symbolism of the state flag. Identify historical figures involved in Texas history and how they demonstrated their loyalty to the state. The loyalty displayed by the men at the Alamo is an excellent example for discussion, e.g., Daniel Boone, Jim Bowie, William Travis, Stephen F. Austin, Sam Houston, etc.

Loyalty Pledges
Have students develop a list of organizations which have loyalty pledges. Discuss the pledges and develop one for the class or school. (Girl Scouts, Presidential Oath, 4-H Clubs, Boy Scouts, Pledge to the Flag, etc.)

Signs of Loyalty
Ask the students why they would protect their family, school, and friends before they would protect a stranger. The students can role play scenarios where their brother, sister or friend is in trouble and they display their loyalty by going to their rescue.

Examples of Loyalty
Ask the students to identify instances where they have been loyal to a person or organization. Have them draw a picture illustrating one of those instances. Have the students discuss the findings they experienced.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

The theme for this month focuses on Loyalty to self, family, friends, school, and country. Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.

Your continued support and participation will enable your child to gain a broader understanding of how relationships are strengthened by loyalty. Listed below are several suggestions which will reaffirm your family's beliefs as they relate to loyalty:

- Explain what loyalty means to you and your family. Talk about why it is important for family members to be loyal to one another.
- Have your child identify a person to whom they should feel loyal and explain why.
- Identify reasons why you feel loyalty is an important quality and explain why.
- Point out examples of loyalty that are portrayed by characters in various types of printed materials or other forms of media.

We appreciate your involvement in your child's education.

RESOURCES

FILMS

Boy and Snow Goose	11 min.
Everybody Knows That!	15 min.
Wild Swans	9 min.
Hating Movie	15 min.
I'm Not Oscar's Friend Anymore	7 min.
Values - Being Friends	9 min.

BOOKS

Armstrong, W. H. (1969). *Sounder*. New York: Harper & Row.
Bianco, M. W. (1983). *The velveteen rabbit*. New York: Random House.
Bulla, C. R. (1973). *Dexter*. New York: Crowell.
Carrick, C. (1979). *Some friend*. Boston: Houghton-Mifflin.
Fritz, J. (1981). *Traitor: The case of benedict arnold*. New York: G. P. Putham's Sons.
Gipson, F. (1956). *Old yeller*. New York: Harper & Row.
Lexau, J. (1964). *Benji*. Garden City, NJ: Dial.
Paterson, K. (1977). *Bridge to terabithia*. New York: Crowell.
Paterson, K. (1980). *Jacob have i loved*. New York: Crowell.
Rawls, W. (1961). *Where the red fern grows*. New York: Bantam.
Violist, J. (1974). *Rose and michael*. Riverside, NJ: Atheneum Publishers.
White, E. B. (1952). *Charlotte's web*. New York: Harper & Row Publishers, Inc.

FIELD TRIPS AND SPEAKERS

Invite a speaker from Veterans Organizations to discuss what it means to be loyal to your country.

An expert on Texas history could be invited to come and talk about famous Texans that were loyal to the state of Texas. Identify Texas monuments in the local area; tour them or invite a local historian in to talk about them. The students could tour the Battleship Texas, the Alamo, and the San Jacinto Monument or any Texas monuments in a local area.

TAAS:
Grade 4:
Social Studies: Objective 5

Grades 3-5:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6

JUSTICE

The Character Education theme for this month is Justice. Students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society. They will also focus their attention on maintaining justice in the school, classroom, and community.

SCHOOLWIDE ACTIVITIES

- Invite parents that are attorneys, judges, police officers, or anyone affiliated with the justice system to a "Justice Day." The parents can speak to the students about justice and how it affects their lives.

- Use a bulletin board to display students' writings on what justice means to them.

- Create a student advisory group that will review school rules and determine fair and just consequences for breaking the rules.

ACTIVITIES FOR GRADES K-6

Justice Means.....
Have the students brainstorm all the phrases they have heard that contain the word "justice." You can help them by providing some examples such as "justice of the peace", "Supreme Court Justice", "...with liberty and justice for all", etc. The students can infer the definition of justice from these phrases.

Primary Variation: If the students are having trouble understanding justice, you could define fairness and compare fairness to justice. A graphic organizer could be used to illustrate the similarities and differences between the two words.

Justice in The Real World
Discuss current events that involve justice (example: a school suspending students for bad conduct, schools prohibiting students from wearing certain types of clothing, etc.). You could include in your discussion current court cases. Have the students discuss why the events are just or not just. The students can identify examples of situations that have happened to them which were unjust. Conclude the activity by helping the students identify ways to handle injustice. Explain to the students that there is injustice in the world, but we will focus our attention on solving injustice in a positive manner.

School Rules
Discuss the rules the students must follow at school. Have the students explain why we need rules for school. Do the rules ensure that all students are treated fairly? Would it be fair to treat each person differently when they break a rule?

Just or Unjust
Read scenarios to the students and have the students discuss whether the person was acting fairly or unfairly.

Ex. Jack came to your house to play games. He was playing with your favorite toy, and he broke it. You get angry at Jack, and you hit him.

Were you just in your response? Discuss alternative ways to handle anger.

What Should You Do
Have the students identify situations when they were not treated fairly or justly, such as a department store incident or an incident at school. They can identify ways to deal or cope with situations that are not just. Instead of hitting back, what should you do? The students can work in groups to choose one of the situations to role-play.

Rules, Laws and Consequences
Identify the differences between rules and laws. List some school rules and some city laws. Also discuss and compare the consequences of breaking a school rule or a city law. The students can explain why there is a difference. They can also discuss whether all consequences are fair.

How To Seek Justice
Read the following scenario:

Sue was playing in the backyard and fell from a tree. Her hand was hurting so she called her sister who was baby-sitting her. Her sister decided that she needed to go to the hospital. Sue was crying so her sister started to drive faster. The police stopped her sister and gave her a ticket for speeding. Sue's sister felt that it was unjust for her to get a ticket when she was only trying to get Sue to the hospital. She went to traffic court to plead her case before the judge.

Explain to the students that everyone has a right to seek justice in the courts. They can pursue justice all the way to the Supreme Court if they feel they have been treated unjustly.

Who Makes the Laws?
Identify the people who make the laws in your city. Take the students on a field trip to a city council meeting so that they can observe their city government in action.

The Justice System
Explain to the students that when you break a rule, you have to suffer the consequences. Sometimes the consequences involve going to court. The judge hears both sides of a case and rules whether the person is innocent or guilty. Invite a judge or an attorney to visit the classroom and discuss the justice system.

The Case of Goldilocks and the Three Bears
Read the story of Goldilocks and the Three Bears. Discuss whether Goldilocks was right or wrong to enter the three bears' house. Depending on the age of the students you can stage a mock trial in the classroom. The students can assume the various roles and decide the consequences for Goldilocks' actions.

The Law Enforcers
Discuss how laws are enforced in our community. Have the students identify the people who ensure that everyone obeys the law. The students can discuss times when they or their family have dealt with the police. Note: This may be a very delicate subject for some students and you need to be accepting and understanding when feelings of anger, hostility, fear, etc., are expressed. Remind the students that police officers are human beings, and they don't make the rules, they only enforce them.

If You See A Crime Committed
Have the students brainstorm what they would do if they observed a crime being committed. Review the list and determine whether the actions would be appropriate. You could invite a police officer to come and speak to the students on this subject.

Letters to the Editors
Have the students write letters to the newspapers about injustices they observe in the community. For example, the closing of a community park or a reduction in park services would be a relevant problem that the students could address. They could also invite a representative from the city government to discuss problems in their community.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

The theme for Character Education this month will be Justice. The students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society.

Listed below are suggestions which will reinforce the activities in the classroom and will offer opportunities for you to become involved in your child's education.

- Have your child identify instances of just and unjust punishments for infractions of home rules. This may be a good time to explain to him/her that some rules are more important than others. Consequences may vary based on the importance of the rule and the severity of punishment for breaking that rule.

- Discuss current events involving justice. Explain why certain events have occurred.

- Share strategies which you have used in dealing with unjust situations.

- Discuss appropriate and inappropriate solutions for dealing with injustice.

Your cooperation in this effort is greatly appreciated.

RESOURCES

FILMS

Late for Dinner - Was Dawn Right?	8 min.
Connie Goes To Court	26 min.

BOOKS

Carrick, M. (1979). *I'll get you.* New York: Harper & Row Publishers, Inc.

Coleman, H. C. (1977). *The case of the stolen bagels.* New York: Crown Publishers, Inc.

Karp, N. (1974). *Nothing rhymes with april.* San Diego: Harcourt Brace & Jovanovich, Inc.

Naylor, P. R. (1981). *All because i'm older.* Riverside, NJ: Atheneum Publishers.

Sarnoff, J. & Ruffins, R. (1980). *That's not fair.* Riverside, NJ: Charles Scribner's Sons.

Taylor, M. D. (1978). *Roll of thunder, hear my cry.* Garden City, NJ: The Dial Press, Inc.

FIELD TRIPS AND SPEAKERS

Invite a lawyer, judge, or police officer to come and talk to the students about the judicial system.

The students can tour the municipal courts and observe the judicial system in action.

Invite a school board member to discuss school rules and reasons for them.

The students could also visit a Police Academy.

TAAS:
Grade 4:
Social Studies: Objective 1, Objective 3
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

Grades 3-5:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5

SELF-RELIANCE

During this month the students will participate in activities which will foster the development of Self-Reliance. To develop self-reliance, a child will accept himself and feel he has something to contribute both as an individual and as a member of a group.

SCHOOLWIDE ACTIVITIES

- A bulletin board in the front hall could be designated to identify the "Students of the Week" by grade. The students' names could be announced on the loudspeaker.

- Have students exhibit self-reliance through peer-tutoring or "reciprocal teaching" sessions. Invite the students to select a partner for these activities. Have students select a skill, talent, or interest that they feel comfortable in sharing or teaching to others.

- Designate a date where all the students, faculty, and staff will wear the school colors. A pep rally could be organized to inspire school pride. A school creed could be written.

- Highlight successes of students in the school. These success stories could be included in morning exercises or included in the school newspaper.

ACTIVITIES FOR GRADES K-6

Magic Box
Place a mirror inside any type of box, making sure it is in a viewing position. Tell students the contents of the box will show them someone very special. Allow each student an opportunity to examine the box. Discuss each individual's uniqueness.

Intermediate Variation: Students will write about their discovery and present it to the class. Encourage students to use poems, short stories, and so on.

Picture Perfect
Take pictures of students in a favorite outfit or with a favorite item. Put the pictures in a class book and have students write a short biography to place with their picture.

Intermediate Variation: Students can write captions for the photographs. Create a bulletin board.

I Like Myself Because.....
Have students brainstorm a list of qualities they would like to see in themselves and in others.

Primary Variation: Have the students draw a picture of a person who possesses one of the qualities they like in people.

Intermediate: Have students write individual poems describing themselves using several of the qualities mentioned. Place poems in a stack and have students read the poems and try to guess the name of the student in the description.

Name Game

Primary Variation: Have students sit in a circle. Ask each student to think of a positive adjective which begins with the same letter in his or her name. Move around the circle and have each student state his or her name along with the adjective. Each student will try to remember all of the preceding names before his or her turn. (This is a good activity for getting to know one another.)

Intermediate Variation: Students can create an acrostic from their names written on a sheet of paper. For example:

G—Good
A—Artistic
I—Intelligent
L—Loving

Self-Portraits

Have students draw, paint, or sketch their self-portraits using a wide variety of media, such as chalk, pencil, ink, charcoal, crayon, pastel, water color, or tempera. Use portraits throughout the year for special projects such as birthdays, awards, and so on.

Intermediate Variation: Have students write a short biographical selection that does not make their identity too obvious. Students can try to match the portraits with the correct descriptions.

My Success

Have each child share with the class what he has learned that day. Students can also be encouraged to share successes that do not relate to academics, such as learning to play an instrument or ride a bike.

Intermediate Variation: The students can record their daily accomplishments in their journal during a specified part of the day.

Collage of Self

Instruct your students to make a collage entitled "Me!" They can collect and cut out pictures, words, or symbols that are representative of themselves—things they like to do, qualities they have developed, etc.

Intermediate Variation: The students can create a mobile to depict who they are and what they would like to be.

Student of the Week

Place the names of all your students in a box. Each week, draw one of the names from the box. The student whose name is drawn becomes the Student of the Week. Ask the class to state the things they like about the chosen student. Have the Student of the Week bring in a picture or take one with a camera. Post the picture, name, and list of good qualities on the bulletin board. You can change the bulletin board each week, or you may wish to make a cumulative bulletin board of "Student of the Week".

My Special Thing
Invite the students to bring a special item that they would like to share with the class. Have them explain why this item has special meaning to them.

Intermediate Variation: The students can write a story or poem about the special item.

Timeline
Have the students use significant life events to create a timeline. Encourage the students to recall events that influenced or affected their lives.

Primary Version: The class can create a timeline of events that have occurred during the first month of school.

This is My Best
Give the students a place in the room where they can post their best work. Encourage the students to identify their best work each week. You may have them identify two examples; one to take home and one to post in the classroom.

PARENT AND HOME ACTIVITIES

Dear Parents,

During the month of March, your child will participate in activities designed to develop Self-Reliance. For the purpose of Character Education, self-reliance is defined as follows: Students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression on others.

The support of the home, school, and community will ensure the success of Character Education. Your participation will demonstrate to your child the importance of being a good citizen.

Here are activities you can do at home.

- Affirm that each family member is important. Have each member of the family explain why other family members are special. Recognize contributions made by all family members.

- Have your child interview you about important family events to find out what they remember. They might include events or interesting stories about how your family members tackled problems and challenges.

- Make a list of words or phrases used in the family to show happiness, anger, love, and other feelings. Then make another list showing things you might do or say to help other members of your family feel happy.

- Set aside a place where each child can display his/her best or favorite work.

- When viewing a movie or television show, call attention to ways characters within the show display self-reliance. Explain how self-reliance enables the character to use inner resources or demonstrate his/her skills and abilities.

- Teach your child your hobby or participate in your child's hobby.

- Discuss practices and customs in your family's culture. Discuss changes that may have occurred in those practices between past and present generations.

Your cooperation and assistance will be appreciated.

RESOURCES

FILMS

Different People, Different Values	11 min.
Evan's Corner	23 min.
If At First You Don't Succeed	15 min.
I'm Sooo Ugly	24 min.
I Am Better Than You	15 min.
I Am How I Feel	13 min.
I Am How I Look	13 min.
I Am Me	16 min.
I Am What I Know	13 min.
Just One Me	9 min.
Right On/Be Free	15 min.
Runt	14 min.
I Am - You're Wrong	15 min.

BOOKS

Note: Most of the books can be used with students from K through 6th grade. Books with an "I" require a higher level of reading but could be used as read-aloud books for the primary children.

Blume, J. (1971). *Freckle juice*. New York: Dell.

Carle, E. (1971). *Do you want to be my friend?*. New York: Thomas Y. Cowell Company.

Carrick, C. (1983). *What a wimp!* New York: Clarion Books. (I)

Caudill, R. (1966). *Did you carry the flag today, charley?* New York: Holt, Rinehart and Winston. (I)

Gackenbach, D. (1975). *Do you love me?* New York: The Seabury Press,.

Gray, G. (1972). *The seven wishes of joanna peaboy*. New York: Lothrop, Lee & Shepard Company.

Klagsbrun, F. (Ed.). (1974). *Free to be....you and me*. New York: McGraw-Hill Book Company.

Kraus, R. (1971). *Leo the late bloomer*. New York: Windmill Books.

Lasker, J. (1980). *Nick joins in*.. Chicago: Albert Whitman & Company.

Leine, A. & Levine, S. (1986). *Sometimes i wish i were miny*. Niles, IL: Albert Whitman & Company.

Moore, L. (1967). *I feel the same way*. New York: Atheneum.

Schenk de Regniers, B. (1980). *Everyone is good for something*. New York: Houghton Mifflin/Clarion Books.

Sharrnat, M. (1977). *I'm terrific*. New York: Holiday House.

Talanda, S. (1983). *Dad told me not to*. Milwaukee, WI: Raintree Publishers.

Udry, J. (1966). *What mary jo shared*. Chicago: Albert Whitman.

Viorst, J. (1970). *Try it again, sam*. New York: Lothrop, Lee & Shepard.

Waber, B. (1966). *You look ridiculous said the rhinoceros to the hippopotamus*. Boston: Houghton Mifflin, Co.

Wolf, J. (1984). *The best present is me*. New York: Harper & Row.

Zolotow, C. (1966). *If it weren't for you*. New York: Harper & Row.

Zolotow, C. (1980). *If you listen*. New York: Harper & Row.

FIELD TRIPS AND SPEAKERS

Invite members of the school staff to share a special item, hobby, or skill that makes them special.

Invite people from the community (Chamber of Commerce, Fire Department, Police Department, sports associations, etc.) to discuss their special contributions to the community. Invite representatives from a variety of ethnic groups so that they can serve as role models for your students.

Discuss the characteristics of the men and women found in Texas history. Tour Texas landmarks and discuss the individuals who participated in the historical events.

Discuss the contributions made by individuals from all ethnic groups in the fine arts. Try to locate galleries in your area that children can visit.

TAAS:
Grade 3-5:
Reading: Objective 5, Objective 6

Grade 4:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

SELF-DISCIPLINE

The Character Education focus of this month will be Self-Discipline. The students will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others. Students will participate in activities to help them set and achieve goals and to encourage them to develop critical thinking and problem solving.

SCHOOLWIDE ACTIVITIES

- Invite speakers involved in community awareness and the fight against drugs to visit the school.

- Conduct a N0-SMOKING or DRUG PREVENTION campaign at your school. The school can hold a poster contest and display the posters around the school campus.

- Initiate an exercise program for the teachers and students. Each class can chart their progress and special awards could be given to classes who were disciplined and kept up with their program.

ACTIVITIES FOR GRADES K-6

What Is Self-Discipline?
Have the students recall times when they wanted to do something but knew that they shouldn't. What prevented them from getting in trouble? Have the students also recall times when it was hard for them to complete a task. What helped them to accomplish the task, even though it was hard. Write the word "self-discipline" on a chart or chalkboard. Explain to the children that we discipline ourselves just like our parents discipline us. We use self-discipline to help us complete tasks and prevent us from getting in trouble.

Making Choices
Display a chart identifying the decision-making process.

Identify or state the problem.
What are your choices?
Do you need more information or help from others?
Evaluate your decision.

Discuss each step of the process. Allow the students to practice using the decision-making process. As the students complete the next two activities, have them illustrate the processes involved in making a decision.

Influences on Decision-Making
Develop scenarios which involve making decisions.

Ex. Juan's mother asked him to stay inside while she went to the store. His friends, Damien and Carl, came over and asked him to go skateboarding on this neat ramp kids in the neighborhood had constructed. Juan really wanted to go; he had just gotten a new skateboard and was eager to try it out. However, he remembered what his mother said and told his friends he could not go.

Have the students identify the possible influences that were involved in making the decisions in each scenario. Have students evaluate the decisions as to whether or not good self-discipline was exercised.

What Should I Do?
Ask the students to recall situations in which a decision was hard to make. Have students create situations for role-playing that involve making critical decisions. Discuss the decisions made and why they were chosen. For example:

> "You're at the mall. Your friends decide to steal an article. How do you handle the situation?"

Explain how self-discipline is needed when making critical decisions. Discuss how friends will try to persuade you to do things that may be wrong.
Primary Variation: Prepare situations for the students to role-play relating to the classroom, school, or home.

Habits
Discuss the definition of the word "habits" with the students. Have one group of students develop a list of good habits, such as turning in homework, getting to school on time, etc. Another group could develop a list of bad habits people display such as eating too many sweets, staying up late, etc. Discuss the positive and negative effects of good and bad habits. Working in small groups, help the students develop a plan for breaking bad habits and building good habits.

Self-Discipline and Work
Ask students to identify chores or tasks they are assigned at home. Have students describe when and how they complete their work. Ask the students, "What if a friend came over to play and you have not finished getting your chores done? Should you go outside to play with your friend or complete your chores?" Have students discuss possible solutions to the problem. The students can also role play how they would handle the situation and what they would tell their friend.

Procrastination
Read the story "The Man That Didn't Wash the Dishes" or "Sara Cynthia Sylvia Stout Would Not Take the Garbage Out" by Shel Silverstein. Ask the students to explain why they think each character failed to do his or her chore. Explain that both characters procrastinated or put off getting their jobs done because they did not have the self-discipline needed to complete their work. Have the students think of other stories in which characters acted with more self-discipline and compare their actions. Invite the students to think of times they were tempted to procrastinate and talk about how they were able to complete their task.

Legal vs. Illegal Drugs
Ask students what they think of when they hear the term DRUGS. List their responses on chart paper or a chalkboard under the categories, legal and illegal. Compare the two groups, and discuss how each can pose a threat to one's health. (Note: Include tobacco and alcohol as drugs that are legal but can cause harm to the body.)

Who Should Dispense Drugs?
Have students identify personnel, situations, and conditions in which drugs are dispensed. For instance: The Health Department dispenses inoculations to prevent the spread of communicable diseases such as measles, etc. Discuss how people involved in the legal dispensing of drugs are legally, morally, and ethically responsible to the well being and continued safety of people. Describe people who dispense drugs illegally. List categories of "safe" and "unsafe" on the chalkboard. Describe a scenario of a person dispensing drugs. As a class, ask the students if the drug being dispensed is "safe" or "unsafe". Extend by explaining why the situation is safe or unsafe.

Harmful Drugs
Write WHY DO YOU THINK PEOPLE TAKE HARMFUL DRUGS? on the chalkboard and list student responses underneath the question. Next to that list write the word ALTERNATIVE and have students generate a list which reflects an alternative for each reason given on the other list. Have students explain why they think their alternative response is a better solution than the drug response.

Timeline for the Future
Have the students create a timeline for their lives. Ask them to think about what they want to accomplish. What role will self-discipline have in achieving these goals and making them a reality?

Setting Goals
Once the students have thought about their futures, ask them to set goals for themselves. For young students ask them to set goals for the next week or month. For older students, set goals for the year or the rest of elementary school. Have them develop plans of how they will reach goals.

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

This month's component of citizenship focuses on Self-Discipline. Through activities your child will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others.

We feel that your participation is a vital link in our efforts to assist your child in developing a strong sense of self and in preparing him to meet the challenges of our changing society. Listed below are several suggested activities designed to stimulate your child's curiosity and reinforce your family's beliefs as they relate to self-discipline:

- Share with your child a personal goal you have such as reading more books, getting more exercise, losing weight, stopping or reducing the amount you smoke, participating in volunteer work, repairing an item, cleaning out a closet, etc. Explain how self-discipline is an important factor needed to achieve your goal.

- When viewing the highlights of a sporting event on the news or reading about a sports figure, explain how self-discipline played a vital role in that person's success. Identify the sacrifices that athlete made and the amount of hard work he or she has invested in order to "be the best."

- Praise your child for exhibiting self-discipline in various ways, such as limiting the amount of time he/she watches television, saving money, eating nutritious snacks as opposed to junk food, starting homework without being prodded, etc.

- Identify individuals in various fields who are leaders you admire in business, education, social services, industry, civic or other community areas. Include persons that have defied the odds against them. Discuss the choices and sacrifices these people made in the process of attaining these goals. Emphasize how the individual's self-discipline aided them in the achievement of their goals.

- Have your child identify times when he/she has been able to exercise self-discipline at home, school, and in the community. Use this opportunity to reinforce your belief in the child's ability to be self-disciplined and to encourage further progress.

- Explain how ads are designed to get us to purchase items that we might not need. Discuss how it is important to have self-discipline and not be swayed by what advertisers say.

- Discuss and emphasize the importance of having self-discipline when faced with issues concerning the use of drugs, such as tobacco, alcohol, and illegal drugs.

We appreciate your continued involvement in your child's education.

RESOURCES

FILMS

Broderick	10 min.
Decision Making-Critical Thought in Action	30 min.
Dope is for Dopes	14 min.
Doing What the Crowd Does	25 min.
Everybody Knows That!	15 min.
Fatal Compromise	4 min.
Feelings Don't Stay Mad	15 min.
Getting Even	3 min.
Getting Even	15 min.
I Dare You	15 min.
Junk Food	14 min.
Junk Food Film	12 min.
Junk Food Man	11 min.
Just Joking	15 min.
Kids and Drugs, The Reason Why	20 min.
Medicine, Drugs, & You: A First Film	12 min.
Smoking Nags	24 min.

BOOKS

Bejars, B. (1981). *The midnight fox*. New York: Penguin.
Bulla, C. R. (1981). *Almost a hero*. New York: E.P. Dutton.
Bulla, C. R. (1983). *Charlie's house*. Scranton, NJ: Thomas Y. Crowell.
Carrick, C. (1983). *What a wimp!* Boston: Clarion Books, 1983.
Krasilovsky, P. (1950). *The man who didn't wash his dishes*. New York: Doubleday.
Lee, R. C. (1979). *It's a mile from here to glory*. New York: Tempo.
Mauser, P. R. (1983). *A bundle of sticks*. Riverside, NJ: Atheneum.
Smith, R. (1978). *Chocolate fever*. New York: Dell.
Wagner, J. (1971). *J. T.* New York: Dell.

FIELD TRIPS AND SPEAKERS

Invite speakers to come and speak on drug prevention.

Athletes can come and speak on how self-discipline relates to training for a sports event.

A college or high school student can speak to the students on the importance of self-discipline in studying and achieving in school.

The nurse or counselor can speak to the students on drug education. The nurse can also talk to the students about disciplining themselves and eating the right foods.

TAAS:
Grade 4:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

Grades 3-5:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6,

INTEGRITY

This month students will identify characteristics or qualities that foster integrity. Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

SCHOOLWIDE ACTIVITIES

- Invite speakers whose jobs entail building integrity with their clients and co-workers such as police officers, fire fighters, dentists, and dentist assistants, etc.

- Have the student council develop ideas for involving all students in a campaign to help establish a code of conduct at school.

ACTIVITIES FOR GRADES K-6

Note: Discuss key aspects of integrity at the end of each activity. Have students reflect on the activities to develop and strengthen student awareness. A round robin session would allow students an opportunity to communicate and share their perceptions and feelings with others. Students can also write a personal reflection in their journal.

Qualities of Integrity

Have students brainstorm a list of people that have integrity. From the list, generate qualities these people have and how this integrity developed over time. The children can write a poem about these people.

Themes of Integrity

Discuss the outcomes of movies and stories where the theme involves integrity. Explore different outcomes that could occur because of integrity or lack of integrity among the characters.

Careers

Discuss jobs which involve partnerships and how integrity enters into the success of accomplishing the job. (Examples: doctors, nurses, police, firefighters, athletes, etc.) Have students discuss ways in which the workers depend on each other and why. The students can speculate on the amount of integrity shown in the beginning and whether the amount of integrity increases or decreases based on the person's actions and the length of time they have worked together.

Groups

During a day when the students have worked in small group situations, allow time for them to reflect on or review their experiences. Discuss in a large group how each person's performance in the group project involved the concept of integrity. The children can draw pictures or write stories about their experiences working in their groups.

Friendships
Have the students discuss why they consider certain people friends and the qualities they look for in a friend. Discuss the differences between acquaintances and friends and the amount of personal integrity each type warrants. Have students explain why a very special friend has integrity. Students can list the qualities that foster their integrity. Make the children aware of the connections among integrity, trustworthiness, and honesty. When a person is trustworthy they are honest. Once a person does dishonest things, they destroy their integrity.

Conflicts
Discuss a situation in which a student entrusts a friend with a secret about what he is going to do. The friend knows that the activity is dangerous: What should the friend do?

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During this month of Character Education your child will be discussing Integrity. Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

Listed below are activities which will reinforce integrity and will offer opportunities for you to become involved in your child's education.

- Identify specific adults that exhibit integrity, and how they conduct themselves in their personal lives as well as the workplace.
- Discuss the positive traits of integrity and the consequences of not exhibiting these traits.
- Discuss major characters found in comic strips, plays, and television shows you read or watch with your children. Ask your child which characters exhibit integrity. Ask them to explain their reasons. Guide them to identify characteristics or qualities that demonstrate whether the character has integrity or not.
- Have each family member complete the sentence: I have integrity because _____."
- Discuss how a person's integrity could be tarnished by acts of dishonesty.

Your cooperation in this effort is greatly appreciated. We appreciate your continued support for Building Good Citizens for Texas throughout the school year. We encourage to reinforce these citizenship components throughout the summer.

RESOURCES

FILMS

In Charge At Home	21 min.
In Dutch	7 min.
Going Into Business	15 min.

BOOKS

Ashley, B. (1979). *A kind of wild justice*. S. G. Phillips, Inc.
Blegbad, L. & E. (1969). *The great hamster hunt*. New York: Harcourt, 1969.
Carroll, T. C. (1969). *The lost christmas star*. Champaign, IL: Garrard Publishing Co.
Clymer, E. (1973). *Luke was there*. New York: Holt.
Cole, S. (1974). *Meaning well*. New York: Franklin Watts.
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FIELD TRIPS AND SPEAKERS

Invite police officers and firefighters into your classroom to discuss how their partners or fellow workers must have integrity. They can discuss how this integrity was formed and fostered over time.

TAAS:
Grade 4:
Writing: Objective 3, Objective 5, Objective 6, Objective 7,

Grades 3-5:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6,